their inspection was complex and antiquated. An experiment should be made by constituting a board of education, consisting of officials and non-officials to lay down policies in the field of education. Higher education should be made more costly and the number of existing colleges should be reduced. The bifurcation of the old college into the Arts and Science Colleges was an unwise step. They should be amalgamated. Hindi should be taught as a compulsory subject in all the schools.

The salary of the staff of the English schools and colleges was too high. The pay of the headmasters and the graduate teachers in English schools and of the Professors and Assistant Professors in the colleges should be scrutinised and reduced.

A scheme of Provident Fund should be introduced for the benefit of teachers in aided schools. This matter was the subject of representations at previous sessions as well as of many memorials.

The practice of prescribing text-books for schools was far from satisfactory. There had been of late a lot of complaints about this matter. The question was discussed at the Budget session of the Legislative Council in 1106. A thorough overhauling of the machinery for prescribing text-books was essential.

Lastly, the member dealt about the girls' school branch of the Education Department. The vernacular education of girls was controlled by one quite ignorant of the Malayalam language. The administration of this branch of the department was far from satisfactory. The Inspectress of Schools did not conduct school inspections properly. In the matter of appointments and promotions also, the conduct of the Inspectress had come up for much criticism at the hands of the public. While there were acting teachers with more than 12 years service in the department, their claims were overlooked and people with shorter or no service were appointed. Such unjust appointments had given room for much discontent among the public.

DEWAN'S REPLY: The points raised by you, Mr. Padmanabha Pillai, will receive serious attention; and those dealing with the reform of education will be placed before the Education Reforms Committee, which, I hope, will soon be appointed.

58. Muslim education

MR. M. SULTAN MOIDEEN (*Nominated*) said that the administrative powers of the Mahomedan Inspector of Schools were not defined and that in the interests of discipline and efficiency, his powers should be defined. As it was, he had to inspect the Arabic instruction in the various schools in which there was provision for the teaching of that subject as well as to maintain the list of Arabic *Munshies* and teachers and control their appointments, promotions and transfers. But in practice it was found that the Assistant Inspector of each District made these appointments and transfers, even without the knowledge of the Mahomedan Inspector. He did not also

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exercise any administrative powers over these teachers. The recommendations made by the Mahomedan Inspector were ignored by the Chief Inspectors. He was not consulted in regard to the provision for Arabic instruction in schools or in the matter of payment of grant to teachers in such schools. It was essential that all the powers exercised by the Chief Inspecting Officers should be given to the Mahomedan Inspector with respect to Arabic *Munshies* and Koran teachers.

The rates of grant and pay allowed to Koran teachers and Arabic *Munshies* should be revised. The Arabic *Munshies* were in receipt of a pay of Rs. 25-5/2-40-3-45 in English schools, Rs. 18-1/3-22 in vernacular middle schools, and Rs. 15-1/3-18 in primary schools, while the Koran teachers got an allowance of Rs. 10 per mensem in primary schools. In regard to English schools, there was no differential treatment between Arabic and other *Munshies*. But in vernacular middle schools there was some difference in the pay of the Arabic *Munshies* and Sanskrit *Munshies*. In the primary schools also there was a difference in the scale of pay of Arabic *Munshies* and ordinary teachers. This differential treatment was unjustifiable. The position of the Koran teachers was an anomaly in the department. They were considered as part-time teachers and were borne on non-pensionable service and granted only an allowance of Rs. 10 per mensem. But in practice they were full-time teachers working for all the six hours a day. Though it was a matter of common knowledge in the department that these Koran teachers were working almost full-time, the accepted theory was that they need teach the subject only out of school hours between 9 and 10 in the morning and 4 and 5 in the evening, clubbing together classes I and II at a time and classes III and IV at another time. This was a most unsatisfactory arrangement, greatly prejudicial to the interests of the Muslim pupils. This system should be discontinued.

The grants allowed to Arabic *Munshies* were inadequate. Though the amounts of grants-in-aid to ordinary teachers in aided schools were revised twice and raised to Rs. 8½ per mensem, it was a great pity that the grant allowed to Arabic teachers, who did the same amount of work as the other teachers, was left as it was, *viz.*, Rs. 6 per mensem. The Arabic *Munshies* and teachers should be accorded the same treatment as other teachers of their category in respect of their pay and grants.

The member next urged the desirability of granting facilities for the teaching of Arabic in colleges or at least of according permission to the Muslim students in colleges to take up Arabic as an optional subject and prepare for the same in private. It was more than 16 years since Arabic teaching was introduced in the high schools of the State and it was a pity that no provision had yet been made for the teaching of the subject for the collegiate course. Hence a duly qualified hand should be appointed to teach Arabic in the colleges or if this was not possible, the students should at least be permitted to study the subject in private and appear for the examination.

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The Muslims were backward in the matter of education. The Muslim youths undergoing higher education were few in number. It would therefore be premature to withdraw the concessions granted to them in the matter of education. The half-fee concession granted to the Muslim students of the Law College had been withdrawn. The number of students belonging to the community studying in the Law College was very few, and the Government did not make any substantial saving by withdrawing the concession allowed to the Muslim students in the Law College. The concession should be revived for some time more to come.

Lastly, the member urged the need for the appointment of an additional Mahomedan Inspector of Schools. The existing Inspector was appointed 12 years back. His work had considerably increased during this period. He had to inspect 150 departmental schools and 100 aided schools, scattered over all the taluks of the State, except Devicolam. One man could not be expected to do the inspection work efficiently. Further, the Mahomedan Inspector was the President of the Board of Examiners for the Arabic Munshies Examination as well as the chief examiner in Arabic for the E. S. L. C. and V. S. L. C. examinations. It was absolutely necessary in the interests of Muslim education to appoint an additional Inspector to meet the ever growing requirements of Muslim education in the State and it would be desirable to divide the State into two divisions and place each of them under each Inspector.

DEWAN'S REPLY: Mr. Sultan Moideen, according to the rules, the Mahomedan Inspector exercises as much control over the staff in his office as the Assistant Inspectors of Vernacular Schools. If you find any specific instances in which he does not do so, you may bring it to the notice of the Director.

The revision of the pay and rates of grants for Koran teachers and Arabic *Munshies* and the appointment of an additional Mahomedan Inspector of Schools, are matters which will receive consideration.

As regards the appointment of a special teacher for teaching Arabic in the colleges, the strength of students at present is not sufficient to justify a special teacher. But whether they can prepare for examination in Arabic in private will be considered.

The question of granting the half-fee concession in the Law College seems to depend on the views of the High Court and that matter will also be gone into.

59. Educational reforms.

MRS. MARY ALEXANDER (*Nominated*) in thanking the Government for nominating her as a member of the Assembly, said that though Travancore occupied an important place in the matter of educational advancement among the various countries in India and, in the matter of female education, topped the list, it could not be asserted that the education in the State had reached its highest stage of development.

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